



“EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING HUMAN RIGHTS OF MENTALLY ILL AMONG B.Sc. NURSING STUDENTS IN SELECTED COLLEGE, DEWAS, M.P.

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ABSTRACT: Despite signing up to various Acts and Conventions on mental health, the violation of their rights are continuing around the globe. This may be due to the lack of knowledge and faulty attitude of community and also some poor beliefs are contributing to this. Investigator felt that the 3rd year BSc. Nursing students would be the best resource as they will be the future teachers and staff nurses. So by educating these students regarding human rights of mentally ill, the knowledge will be communicated to co workers and students about protection of human rights to mentally ill. It is necessary that everyone should be aware of human rights to mentally ill.. **Method:** An evaluative approach was adopted for the study with one group pre test post test design. 30 samples were selected using non probability purposive sampling technique and the data was collected using a structured knowledge questionnaire on human rights of mentally ill. The main study was done in Amaltash College of Nursing, Dewas, M.P. **Result:** Comparison of overall knowledge score in pretest and posttest reveals that BSc. Nursing students are having 39.9% more knowledge in posttest than pretest. This 39.9% of knowledge gain is the net benefit of this study, which indicates the effectiveness of STP. Before the administration of Self Instructional module, 80% of BSc. nursing students had inadequate knowledge, 20% of them had moderate knowledge and none of them had adequate knowledge. After the administration of Structured teaching programme on human rights of mentally ill, none of them had inadequate knowledge, 26.66% of them had moderate knowledge and 73.33% of them had adequate knowledge. Pearson Chi square test was used to test statistical significance; it is statistically significant at 0.01 level. **Conclusion:** Descriptive and inferential statistics were employed to analyze the data. The data analysis was carried out on the basis of objectives and hypotheses of the study and has been presented on the sample characteristics with their knowledge. The overall pretest scores was 37.4 % and the posttest scores was 76.4%. There was association between posttest knowledge score and selected socio-demographic variables., source of past information, theory classes attended by students are significantly associated with posttest level of knowledge. The independent ‘t’ value was 24.79 % which was greater than the table value at P<0.001 level of significance. This indicated that STP was significantly effective in enhancing the knowledge of BSc nursing students.

Keywords: Experimental study, Structure teaching programme, Knowledge, human rights, mentally ill, B.Sc. nursing students.

INTRODUCTION

Mental and physical health, both essential components of life, are intricately linked. Historically, society has placed less emphasis on mental health, often overlooking the rights of those with mental illnesses. These individuals have faced long-standing stigma and violations of their human rights. One factor contributing to this mistreatment could be their perceived lower economic contribution.¹

Article 25 of the Universal Declaration of Human Rights emphasizes the right of every individual to an adequate standard of living that ensures health and wellbeing for oneself and one's family. This includes access to food, clothing, housing, healthcare, and social services, as well as security in the face of life's unavoidable challenges such as unemployment and disability.²

In healthcare, human rights are crucial for both patients and healthcare providers, encompassing the freedom to make choices about one's care. This includes the right to consent to or refuse treatment, the assurance of confidentiality, and the upholding of dignity. Nurses play a crucial role in defending these rights, ensuring that care is delivered ethically and within the bounds of available resources. Respect for the individuality of psychiatric patients is paramount, with treatment goals focused on the prompt restoration of their functional capacity.³

Nurses caring for mentally ill patients must stay informed about prevailing legal and ethical challenges to ensure the provision of appropriate care. The past three decades have seen a significant rise in mental health-related legal cases, underscoring the necessity for mental health professionals to be well-versed in current laws. Psychiatric patients, often less able to defend their rights due to their conditions, are entitled to the same legal protections as all citizens under the constitution and various laws.⁴

Advocacy is a fundamental aspect of nursing, particularly in psychiatric care, where it takes on heightened significance. Nurses must actively protect patient rights, necessitating a deep understanding of these rights. This includes ensuring that ward policies do not infringe upon these rights, regularly reviewing potential violations and the mechanisms in place for accountability, and being vigilant about changes in patient status, whether voluntary or involuntary, as well as the implications of civil or criminal commitments and treatment outcomes. This comprehensive approach helps safeguard the dignity and rights of psychiatric patients within the healthcare system.⁵

NEED OF THE STUDY :

Mental health is increasingly acknowledged as a crucial component of overall well-being, impacting physical health and social functionality. The WHO's 2001 report highlights the significant global burden of mental illness, with an estimated 450 million people affected worldwide.⁶

Specifically, the prevalence of psychiatric disorders is noted at 58.2 per 1,000 individuals globally, translating to approximately 57 million people in India alone facing psychiatric challenges, including 15 million with severe mental conditions.⁷

Factors contributing to the rising incidence of mental disorders include the growth of nuclear families, an aging population, increased substance abuse, and the effects of industrialization and urbanization.⁷

India, with its vast population, faces a critical challenge in mental health care, characterized by a severe shortfall in necessary services; less than 10% of the needed inpatient care is available for severe mental illnesses, and there is a dire shortage of psychiatrists, with less than one available per 100,000 people. This disparity underscores the urgent need for enhanced mental health resources and services.⁸

Problem Statement

A STUDY TO EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING HUMAN RIGHTS OF MENTALLY ILL AMONG B.Sc. NURSING STUDENTS IN SELECTED COLLEGE, DEWAS, M.P

Purpose of the Study

The study seeks to ascertain its effectiveness in equipping students with a comprehensive understanding of the human rights framework relevant to mental health care. Through this evaluation, the research intends to contribute to the development of more informed and empathetic nursing professionals capable of upholding the rights and dignity of individuals with mental illness in their care.

OBJECTIVES

1. To assess the existing knowledge level of students regarding Human Rights of Mentally Ill among B.Sc nursing students.
2. To evaluate the effectiveness of STP on human rights of mentally ill by comparing pre and post test knowledge scores of BSc. Nursing students.

3. To identify the association between pre-test knowledge scores of students with their selected socio-demographic variables.

Hypothesis

H1: There is a significant difference between pre-test and post-test knowledge scores of students regarding human rights of mentally ill after intervention.

H2: There is a significant association between knowledge levels of students with their selected socio-demographic variables.

OPERATIONAL DEFINITIONS

Evaluate: In this Study, the structured teaching programme, to determine its effectiveness in enhancing knowledge regarding human rights of mentally ill individuals among B.Sc. Nursing students.

Effectiveness: The degree to which the Structured Teaching Programme successfully achieves its intended objectives, specifically in improving the understanding and awareness of human rights issues related to mental illness among B.Sc. Nursing students.

structured teaching programme: A Structured Teaching Programme (STP) is an organized educational method aimed at improving learners' understanding on a human rights of mentally ill through carefully designed content and activities.

Knowledge: The understanding, comprehension, and awareness acquired by B.Sc. Nursing students through the Structured Teaching Programme regarding the human rights principles and regulations relevant to individuals with mental illness.

Human rights: The fundamental entitlements and freedoms inherent to all individuals, including those with mental illness, as outlined in international declarations and conventions, encompassing dignity, autonomy, non-discrimination, and access to appropriate healthcare and treatment.

Mentally ill: Refers to individuals experiencing mental health disorders or conditions, characterized by alterations in thoughts, emotions, behaviors, or perceptions, potentially leading to functional impairment and requiring professional intervention and support.

B.Sc. Nursing students: Specifically refers to students enrolled in the Bachelor of Science in Nursing program, indicating their level of education and training within the nursing discipline, who are the target participants in the study conducted at the selected college in Dewas, M.P.

REVIEW OF LITERATURE

A descriptive study to assess gender differences in perceived human rights needs at the family and community levels in individuals with mental illness in India, among 100 asymptomatic individuals with mental illness at a tertiary care center, result shows that subjects enjoyed a satisfactory level of fulfillment in the physical dimension of human rights needs, which included food, housing, and clothing. study suggests that family members and communities need to be educated regarding the human rights needs of people with mental illness and that legislation must be strengthened to meet the human rights needs of this disadvantaged population.⁹

A study to measure the attitudes of clinical social workers toward the rights of psychiatric patients who are involuntarily committed to institutions. The questions covered five content areas; involuntary commitment, environment and daily living, right to treatment, right to refuse treatment and presumption of legal incompetence. Result showed that majority of respondents supported patient's rights, a minority demonstrated restrictive attitudes and an unawareness of existing laws regarding patient's rights.¹⁰

A study to determine the effectiveness of Mental health act in Japan, in protecting patient rights by delineating the content and trends of patient rights violations at psychiatric hospitals through an analysis of newspaper reports. An analysis of 924 newspaper articles found 39 hospitals involved in patient rights violations. The results showed that violations of patient rights have continued to occur after the implementation of the act. The reasons: for-profit policy of hospitals, a defective oversight system, and a lack of knowledge about the act by medical staff.¹¹

A descriptive study to assess the awareness regarding human rights of mentally ill among nurses at selected hospitals in north India. The samples are chosen by using purposive sampling technique. They found the maximum number of 98.08 % of subjects had good (61.54 %) and average (36.54 %) level of awareness. The maximum violation practices were regarding seclusion of mentally ill followed by forceful administration of medication and mechanical restraining of the mentally ill. The relationship between awareness of subjects regarding human rights of mentally ill and selected social demographic characteristics was found statistically significant.¹²

METHODOLOGY The research approach adopted for this study was evaluative in nature. The target population of the study is made up of students who are studying in the Amaltash nursing college Dewas, MP. A pre-experimental single group pre-test post-test design was used to assess the effectiveness of STP on the knowledge of students regarding human rights of mentally ill. The sample consists of 30 B.Sc. Nursing Students of Dewas, MP. In this study non probability purposive sampling technique was used for selection of samples. The instrument for the data collection was a structured questionnaire and had two parts: A: Socio-demographic data, B: structured questionnaires to assess the knowledge of students regarding human rights of mentally ill. The data obtained was analyzed by using descriptive and inferential statistics in terms of frequency, percentage, mean, standard deviation, paired 't' test and Chi-square test. The anonymity and confidentiality of the study subjects was maintained throughout the study.

RESULTS & DATA ANALYSIS

Table 1: Distribution of adolescent students according to their demographic variables N=30

Demographic variables		Frequency(n)	Percentage %
Gender	Male	12	40.0%
	Female	18	60.0%
Family Income	<15000	05	16.66%
	15001 – 20000	15	50.00%
	Above 20001	12	18.3%
Type of family	Nuclear family	18	60.00%
	Joint family	7	23.33%
	Extended family	5	16.66%
Previous knowledge of human rights	Yes	22	73.33%
	No	8	26.66%
Source of information	Electronic media	9	30.00%
	Printed media	6	20.00%
	Health personal	7	23.33%
	No Information	8	26.66%

The findings are summarized as follows

The majority of respondents 18 (60 %) were female, 15 (50 %) of sample had family income of re. 15000-20000, 18 (60 %) sample belonged to nuclear family, 22(73.33%) samples had previous knowledge of human right, 9(30%) sample were getting information from electronic media.

Table-2: Pretest over all knowledge score of human rights of mentally ill n=30

Knowledge on	No. of questions	Min – Max score	Mean	SD	% of meanscore
Total	30	0 – 20	11.19	2.82	37.4%

Overall mean knowledge score in the pre test reveals that out of 40 third year BSc. students 37.3 % correct response was given by nursing students and their mean score was 11.19 with SD value of 2.82.

Table 3: Distribution of subjects according to pre test knowledge scores n=30

Level of knowledge	No. of students	%
Inadequate knowledge	24	80.00%
Moderate knowledge	6	20.00%
Adequate knowledge	0	0.0%

Table 4 shows the overall pre test level of knowledge among subjects on human rights of mentally ill. Majority 80.00% of students had inadequate knowledge, 20.00% of them had moderate knowledge and none of them had adequate knowledge.

Table 4: Post-test over all knowledge score of human rights of mentally ill n=30

Knowledge	No. of questions	Min –Max score	Mean	SD	% of mean score
Total	30	0 - 20	23.25	3.04	76.4%

Overall mean knowledge score in the post test reveals that out of 30 third year BSc. nursing students 76.4 % correct response was given by nursing students and their mean score was 23.25 with SD value of 3.04.

Table 5: Distribution of subjects according to post test knowledge scores

Grade	No. of students	%
Inadequate	0	0.0%
Moderate	8	26.66%
Adequate	22	73.33%

Table 5 shows the overall post test level of knowledge among subjects on human rights of mentally ill. Majority 73.33% of students had adequate knowledge, 26.66% had moderate knowledge and none of them had inadequate knowledge.

Table 6: Comparison of pre-test and post-test knowledge scores of subjects regarding human rights of mentally ill n=30, P=<.000

Knowledge on	Knowledge score				Student's paired t-test
	Pre test		Post test		
	Mean	SD	Mean	SD	
Role of nurses	11.19	2.82	23.25	3.04	=24.79 P=0.001*** significant

Table 7 shows the comparison of overall knowledge score between pre test and post test. In the pre test mean score was 11.19 with SD 2.82 whereas in post test mean score was 23.25 with SD 3.04. Difference

in score is 11.06. There is large difference between pre test and post test knowledge score and it is statistically significant. Differences between pre test and post test score was analyzed using paired t-test and it was 24.79 which were found highly significant at 0.001 level.

Table 7: Effectiveness of Structured Teaching Programme on human rights of mentally ill among BSc. nursing students

	% of Pretest knowledge	% of Posttest knowledge	% of knowledge gain
Knowledge	37.2%	77.1%	39.9%

Table 11 and figure 12 shows the effectiveness of the Structured teaching programme on human rights of mentally ill. Students gained 39.9 % more knowledge on first human rights of mentally ill after the administration of Structured teaching programme on human rights of mentally ill. This 39.9% of knowledge gain is the net benefit of this study, which indicates the effectiveness of Structured teaching programme on Human rights of mentally ill.

Table 8: Association between pretest knowledge scores and selected sociodemographic variables

Sl. No	Demographic Variables	Categories	Pre-Test Educational stress Level			Calculate d χ^2 Value	df
			Inadequate	Moderate	Adequate		
1	Gender	Male	5	7	0	0.20 (NS) p=0.901	2
		Female	8	9	0		
2	Family Income (Monthly)	< 15000 Rs	3	2	0	2.02 (NS) p=0.730	4
		15001-20000 Rs	5	10	0		
		Above 20001	4	8	0		
3	Type of Family	Nuclear	7	11	0	1.70 (NS) p=0.945	4
		Joint	2	5	0		
		Extended	2	3	0		
4	Previous knowledge of human right	Yes	8	14	0	1.66 (NS) p=0.139	2
		No	3	5	0		
7	Source of information	Electronic media	3	6	0	16.21 (S) p=0.012	6
		Printed media	2	4	0		
		Health personal	3	4	0		
		No Information	2	6	0		

Table no 8 shows that pre-test knowledge of students was having a significant

association with the Source of information ($\chi^2=16.21$ at $p > 0.012$). Whereas knowledge regarding Human rights of mentally ill is non-significant with Gender, Family income, Type of family, Previous knowledge. These results are obtained by Pearson test/Yates corrected chi-square test and were statistically significant.

Hypothesis-H² : Table No.8 Shows that pre-test knowledge of student's is having a significant association with source of information. So by reading these results statistically Null hypothesis is rejected and the research hypothesis was accepted.

NURSING IMPLICATION

The findings of the study will help the investigator in the following ways:

- Developing positive knowledge regarding human rights of mentally ill Management.
- Encourage the students to improve their knowledge regarding human rights of mentally ill.

The finding of the study can be used in the following areas of nursing profession.

Nursing Practice:

Nurses can utilize the Structured Teaching Programme(STP) to enhance their understanding of the human rights of mentally ill patients, which in turn may improve patient care. Equipped with better knowledge, nurses can advocate more effectively for the rights of mentally ill patients, ensuring that these patients receive appropriate and respectful care.

Nursing Education:

The findings could lead to the integration of STPs into the nursing curriculum, emphasizing the importance of human rights in nursing education. This study supports the development of continuing education programs focused on human rights, which can be an integral part of lifelong learning for nurses.

Nursing Administration. Nursing administrators can develop and implement policies that support the use of educational tools like STPs to ensure that nursing staff are informed about the human rights of the mentally ill. Administrators might also consider allocating resources for the development and dissemination of STPs and for training sessions to reinforce this knowledge.

Nursing Research:

The research underscores the need for further studies to explore the long-term impact of such educational interventions on nursing care and patient outcomes. It contributes to the body of evidence-based practices that can be used to argue for the regular use of STPs in nursing education and practice.

CONCLUSION

Within the scope of the research, a structured teaching program (STP) was utilized involving 30 nursing students, with the aim of elevating their awareness and comprehension of the rights of individuals with mental illness. The STP was structured to promote an increase in knowledge which, in turn, could contribute to mitigating health risks tied to inadequate care practices. Findings indicate a significant enhancement in the students' understanding post-intervention, affirming the STP's capacity to effectively reshape student perceptions regarding the rights of the mentally ill. Such advancements underscore the value of incorporating these educational initiatives into health promotion and preventative tactics within academic environments.

ACKNOWLEDGEMENTS

Authors wish to extend sincere gratitude to all the students studying in nursing college. Dewas , Madhya Pradesh for active participation in our study.

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